



2005 LONG RANGE FACILITIES PLAN LRFP Website Considerations

The following highlights critical considerations that should be kept in mind as you work on the Long Range Facilities Plan (LRFP) website. Please refer to the *LRFP User Manual* and *LRFP Tutorial* for additional guidance. Both documents can be accessed on the LRFP website by clicking on the word “Help” in the upper right corner of the screen after you login.

GENERAL CONSIDERATIONS

1. **You should read the *LRFP Preliminary Guidelines* and assemble data before you work on the LRFP website.**

It is important to read the *LRFP Preliminary Guidelines* so that you understand the new reporting requirements and the data that needs to be collected. The guidelines, as well as PowerPoint presentations that discuss the data collection process, can be accessed from the DOE Office of School Facilities website at <http://www.state.nj.us/njded/facilities/lrfp>.

2. **Carefully review the *LRFP Submission Data Check Report* BEFORE electronically submitting the LRFP.**

The LRFP Submission Data Check Report is a standard website report that lists possible data errors and omissions. Districts are required to print out, sign, and submit this report to the Department of Education (DOE) as part of their LRFP submission. Many of the data checks highlight issues that may prevent LRFP approval by the DOE. Therefore, it is strongly recommended that the report be carefully reviewed, and the proposed LRFP adjusted as required to address the cited items, before the LRFP is electronically submitted. A document titled *LRFP Submission Data Check Tutorial*, which is available on the LRFP website, explains cited issues and how to address them.

INVENTORY CONSIDERATIONS

3. **DO NOT delete “migrated” existing inventory data unless the inventory item is no longer owned or leased by the district.**

Data entered into the previous LRFP website has been transferred, or “migrated,” into the new website. You should only “delete” migrated inventory records if the inventory item is no longer owned or leased by the district. If an inventory item, such as a building, is still owned by the district, but is no longer used or is leased to another entity, or if the building is proposed to be sold or demolished in the future, it should NOT be deleted from the district’s inventory. Rather, an “offline” or “dispose” inventory action should be assigned to the building asset in the LRFP section of the website.

Please note that you cannot “undo” a saved website action and district data cannot be “re-migrated” once it is deleted. If you wrongly delete an existing inventory item, you will have to re-enter all data from scratch. If in doubt as to whether you should delete a migrated inventory record, consult Part B of the *LRFP Tutorial* or email help@vfa.com.

4. **Abbott and ECPA districts should only include community provider-owned preschool facilities in the district’s inventory if state facilities funding is being requested.**

Abbott and ECPA districts are required to complete a preschool community provider facilities survey for all centers housing district students. Data from this survey will be entered into the website in a dedicated area separate from the district inventory. (*This section is currently unavailable on the website.*)

It is important that community provider preschool centers that are not owned by the district and for which no facilities funding is being requested are NOT recorded in the Inventory section of the website and the students they house are NOT included in the proposed enrollment projections. If a district owns a building operated by a preschool community provider, or is requesting facilities funding for a community-provider owned building, only that building should be included in the district's inventory and the associated students should be included in the enrollment projections.

5. You should only enter a number in the room record field “class size if capacity generating” if you want the room to be included in the capacity calculations.

The 2005 LRFP website reports calculate school capacities based on the Facilities Efficiency Standards (FES) and district scheduling practices. The *FES Capacity Calculation* assigns class sizes to a fixed set of rooms based on the FES. Only pre-kindergarten, kindergarten, general, and self-contained special education classrooms are included in the *FES Capacity Calculation*. The *District Practices Capacity Calculation* allows each district to determine which classrooms contribute capacity to a school and the class size that is accommodated. The same capacity utilization factor (100% for PK, 90% for grades K-8, and 85% for grades 9-12) is applied to both capacity calculations.

The process for including rooms in the *District Practices Capacity Calculation* has changed from the 2000 LRFP. In the 2000 LRFP, districts were instructed to enter a class size for ALL instructional rooms and to then “check” a box if the room was to be included in the capacity calculation. In the 2005 LRFP website, you should only enter a class size if the room is to be included in the *District Practices Capacity Calculation*. Therefore, class size data has only been migrated from the old website for those rooms that were previously marked by the district to be capacity-generating. When working with room records, make sure that class size data does not appear for rooms that the district does NOT want to include in the capacity calculation. (The “class size if capacity generating” field should be blank.)

The *District Practices Capacity Calculation* was not calculated by the previous Abbott LRFP website. Therefore, the reporting of class sizes for capacity generating rooms, based on district practices, is a new requirement.

If no class size is entered for a FES capacity-generating room (*pre-kindergarten, kindergarten, general, and self-contained special education classrooms*), the *District Practices Capacity Calculation* will default to the FES class size and include the room in the capacity calculations.

6. The square footage of similar support spaces, such as offices or toilet rooms, serving room(s) identified in one room record, should be added together. (No support space room quantities are identified.)

(A support space is a room dedicated to one or more adjacent rooms and is directly accessible from the room(s) it serves, such as a kindergarten classroom toilet room or science lab prep room.)

Example 1:

An instructional building has a music room with the following support spaces:

- (1) Office at 100 square feet
- (3) Practice rooms at 75 square feet each (225 square feet total)
- (1) Practice room at 100 square feet

The music room support spaces should be recorded as:

- Office 100 Total NSF
- Other 325 Total NSF

Example 2:

An instructional building has two 900 square foot kindergarten classrooms. The two kindergarten classrooms collectively have the following support spaces:

- (2) Toilets rooms at 50 square feet each (100 square feet total; one toilet room serves each classroom)
- (1) Shared storage room at 100 square feet

Assuming that the two kindergarten classrooms are represented in one room record, the support spaces should be recorded as:

- Toilet Room 100 Total NSF
- Storage 100 Total NSF

If the two kindergarten classrooms are represented in separate room records, then a 50 NSF toilet room should be reported as a support space in each record. However, only one of the two classroom records should include the 100 NSF storage room. (*You can note in the comments field that the storage room also serves another classroom.*) If the storage room is represented in both room records, the 100 NSF would be counted twice in the square footage calculations.

It is important that you check the migrated room data to make sure that support space square footage is properly represented.

7. Don't forget to add grossing factor spaces for instructional buildings.

It is important to address this new reporting requirement since the total gross square feet of instructional buildings will be calculated by summing the square feet of all net program rooms and grossing factor spaces. (*The total gross square feet of non-instructional buildings will be based on district-entered data at the Asset level.*)

See the *LRFP Preliminary Guidelines* if guidance is needed on how to collect grossing factor space data. The *LRFP Tutorial* also provides helpful hints on how to quickly enter grossing factor space data into the website by cutting and pasting rooms from one asset to another and then editing the required fields.

8. Make sure your existing inventory is correct before you submit your LRFP!

Once you electronically submit a LRFP, you will not be able to edit existing inventory data without contacting the DOE. This allows your existing inventory to be automatically updated once a project is completed. You will be able to freely amend your approved LRFP by creating and assigning actions to potential inventory items and system upgrades, updating enrollment projections, and proposing different school grade alignments and enrollments.

ENROLLMENT AND SCHOOL GRADE ALIGNMENT CONSIDERATIONS

9. The proposed district-wide enrollments MUST EQUAL the sum of the proposed school enrollments.

The “Enrollment/Grade Alignment” analysis in the LRFP section of the website calculates “unassigned” and “over assigned” students based upon the proposed district-wide enrollments and the sum of the proposed school enrollments.

- “*Unassigned Students*” refers to the number of students projected in excess of the proposed school enrollments. You should increase the enrollments in your schools if this number is NOT zero for each grade.
- “*Over-assigned Students*” refers to the number of students that are proposed in the Schools in excess of the projected enrollments. You should reduce the number of students proposed in your schools if this number is NOT zero for each grade.

10. Make sure that the proposed schools have adequate capacity to support the proposed enrollments.

You can assign students to a school in the LRFP section of the website regardless of whether the school’s instructional building(s) have adequate capacity to support the proposed student population. You should review the *Room Inventory Reports* and the *Existing and Proposed Capacity Report* to assess capacity adequacy.

Excess or inadequate capacity for proposed school enrollments can be addressed in one or more of the following ways:

- **Change the proposed school enrollments to conform to the available capacity.** This eliminates the need to change district classroom scheduling practices or to add or remove classrooms. However, if you alter the proposed enrollment for one school, make sure you adjust the other school enrollments so that the district projections and the sum of the school enrollments still equal zero. (*See Item 9.*)
- **Alter the District Capacity Calculations.** You can alter the *District Capacity Calculation* by changing class size practices for capacity generating rooms and/or the rooms to be considered capacity generating. Please note that it is NOT recommended that general classrooms be assigned more students than prescribed in the Facilities Efficiency Standards and that media centers, gymnasiums, cafeterias, and other large group spaces be assigned capacity. (*See Item 5.*)
- **Proposed to create more capacity-generating rooms.** You can reassign or reconfigure existing rooms or propose new inventory to address capacity issues. Do not forget to assign an Inventory Action in the LRFP section to include potential inventory in your plan. (*See Item 11.*)

LRFP ACTIONS

11. An “action” must be assigned to an inventory item or system upgrade to include it in the LRFP.

A potential room or system upgrade identified in the Inventory section of the website is not included in the LRFP unless it is assigned an action in the LRFP section. You can check the *Systems Actions Report*, the *Inventory Actions Report* or the *Proposed Room Inventory Report* to verify that the desired work is included in the LRFP.

12. If potential inventory is identified AFTER an action is assigned at a higher level, the action will NOT automatically be assigned to the new record(s).

Actions applied to schools, sites, or assets are only applied to the asset and/or room records in existence at the time the action is created. For example, if you are proposing a new instructional building, and have already assigned the inventory action “new construction” at the asset level before recording the grossing factor spaces, the inventory action WILL NOT automatically be applied to the grossing factor spaces after you add them.